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What is Research telling us?

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THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

EU Kids Online

www.eukidsonline.net



What is research telling us?

**INSAFE Regional meeting 5-6 July 2010,
Dublin**

**Presentation by Brian O'Neill, Dublin Institute of
Technology**



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EU Kids Online

- Thematic network examining European research on cultural, contextual and risk issues in children's safe use of the internet, funded by Safer Internet Programme (2006-9)
- Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Ireland, Italy, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, United Kingdom
- Aims to compare recent and ongoing empirical research across Europe:
 - To identify and evaluate **available data** on children's use of online technologies
 - To inform the research agenda, noting **gaps in the evidence base**
 - To **compare findings** across Europe, contextualising similarities and differences
 - To produce a best practice guide for **methodological issues and challenges**
 - To develop **policy recommendations** for awareness-raising and media literacy

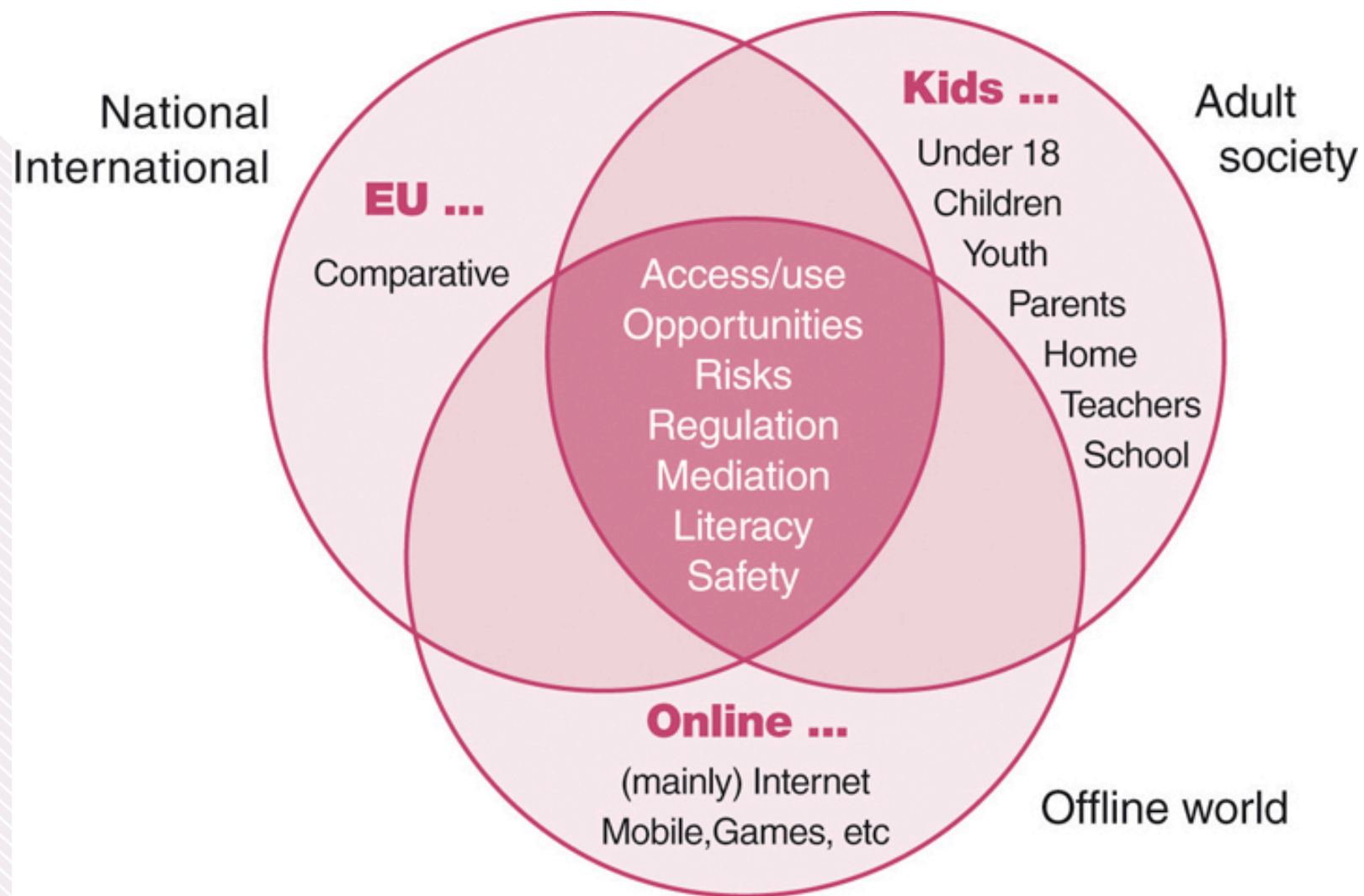


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Classifying opportunities & risks

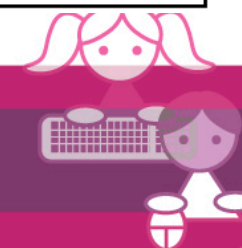
		Content: Child as recipient	Contact: child as participant	Conduct: child as actor
OPPORTUNITIES	Education learning and digital literacy	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
	Creativity and self-expression	Diversity of resources	Being invited/ inspired to create or participate	User-generated content creation
	Identity and social connection	Advice (personal/ health/sexual etc)	Social networking, shared experiences with others	Expression of identity
RISKS	Commercial	Advertising, spam, sponsorship	Tracking/ harvesting personal info	Gambling, illegal downloads, hacking
	Aggressive	Violent/ gruesome/ hateful content	Being bullied, harassed or stalked	Bullying or harassing another
	Sexual	Pornographic/harmful sexual content	Meeting strangers, being groomed	Creating/ uploading porn material
	Values	Racist, biased info/ advice (e.g. drugs)	Self-harm, unwelcome persuasion	Providing advice e.g. suicide/ pro-anorexia

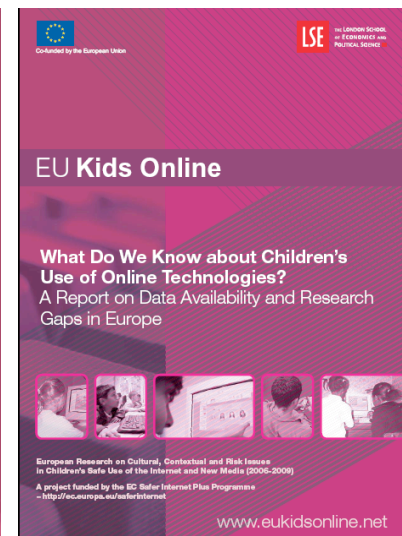
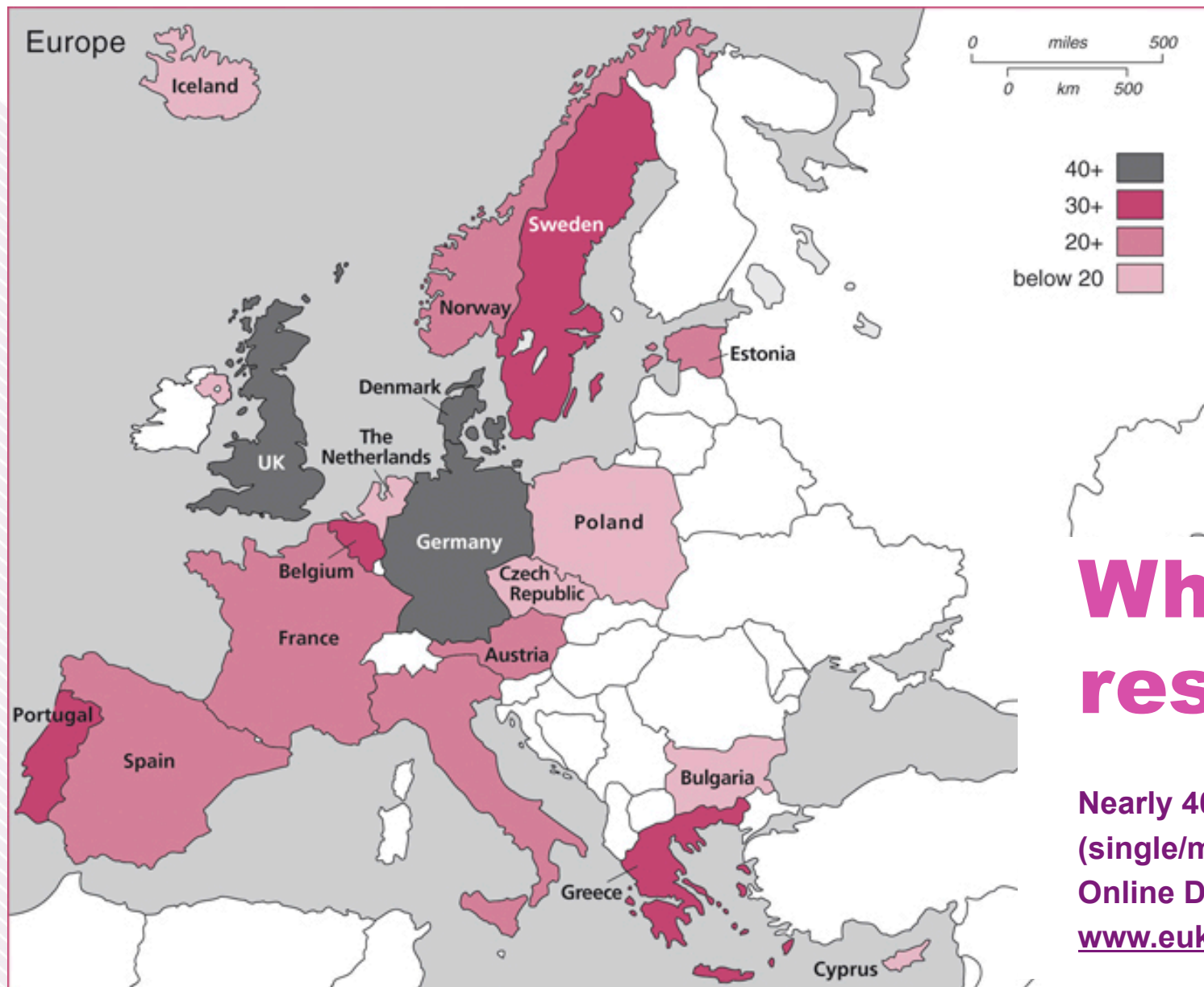


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What research?

Nearly 400 studies
(single/multi-country)
Online Database at
www.eukidsonline.net



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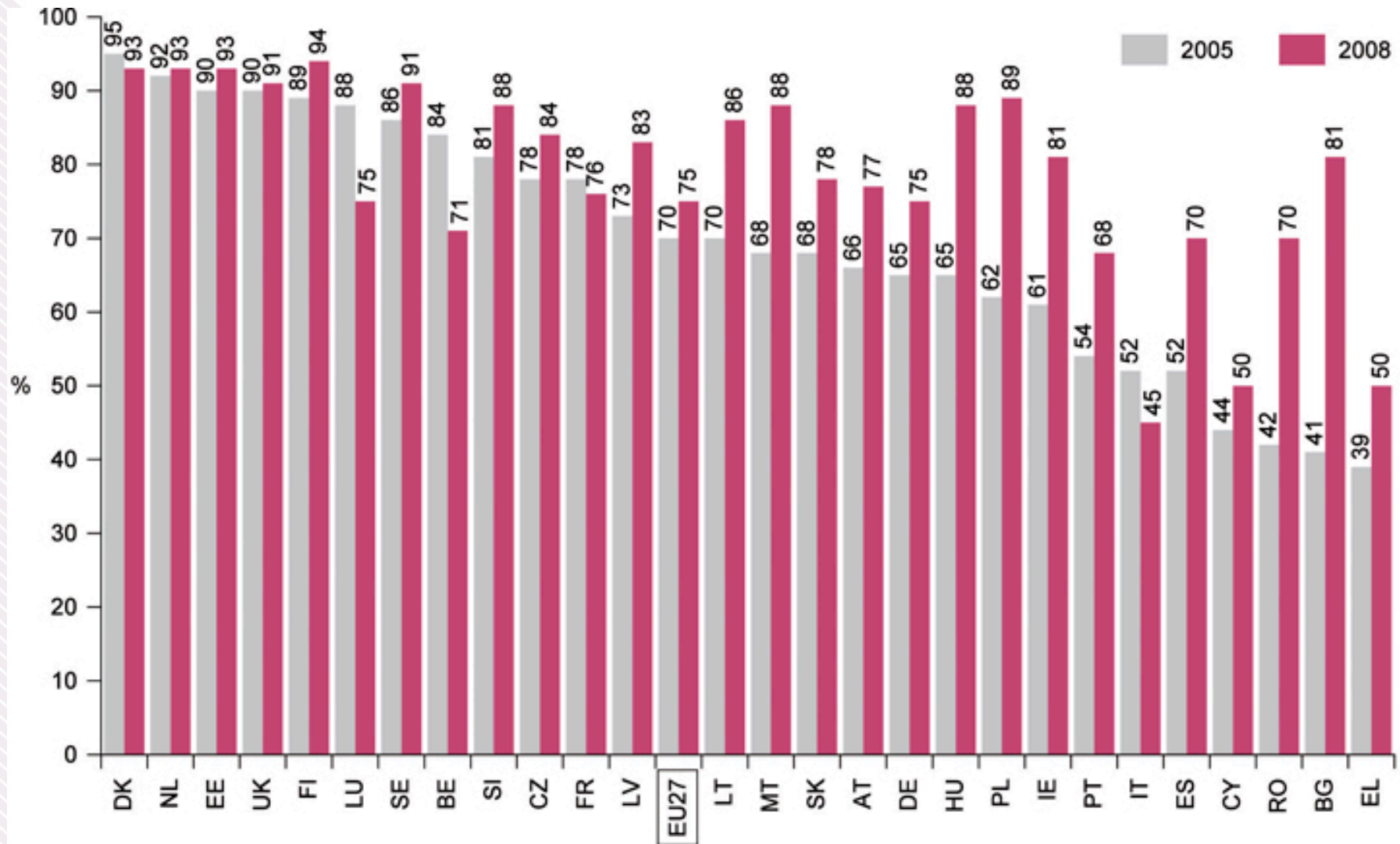
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Children online 6-17 years

(Source: Eurobarometer)



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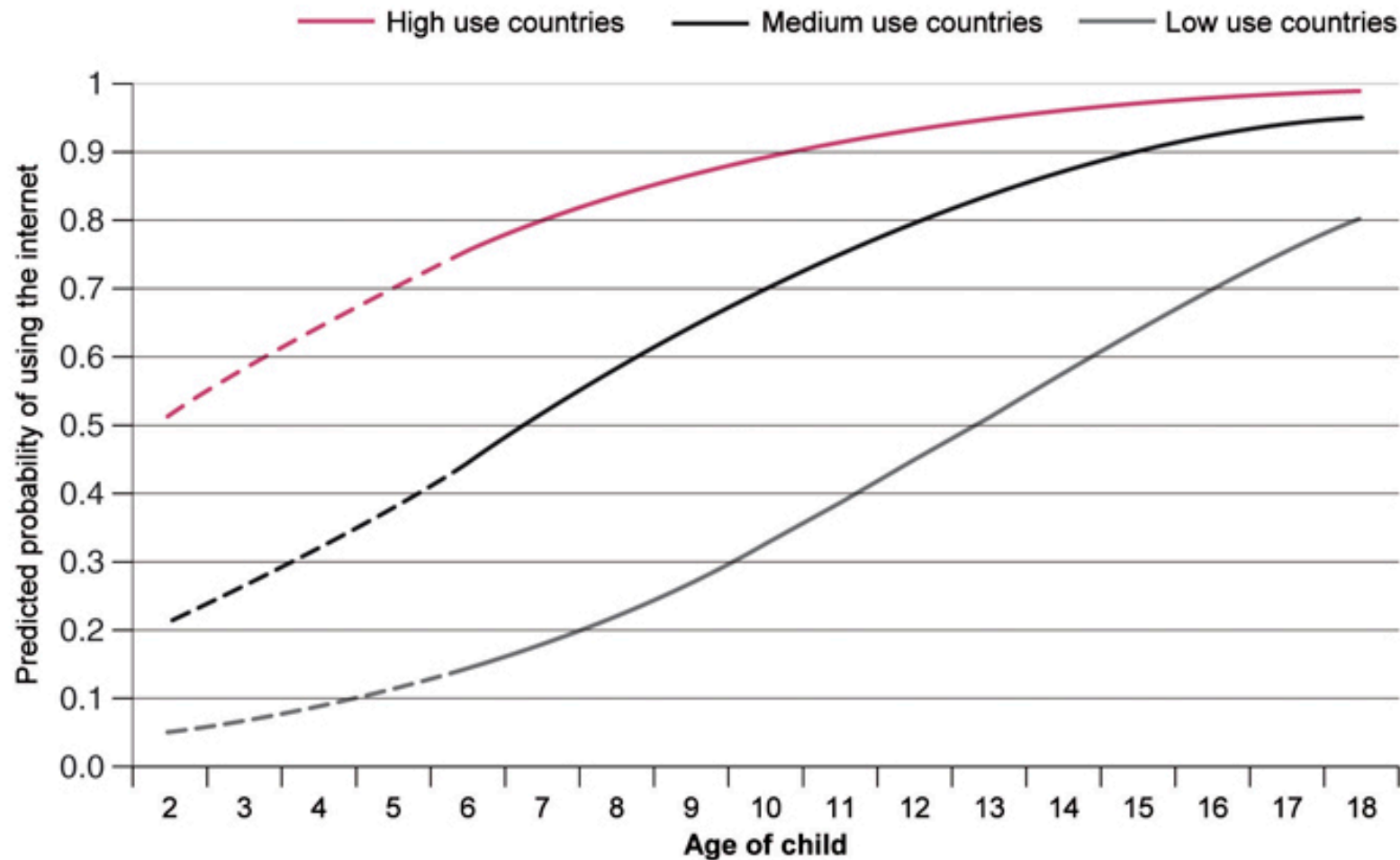
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Key trends

■ Ever younger children getting online (6-17 yrs, EB)



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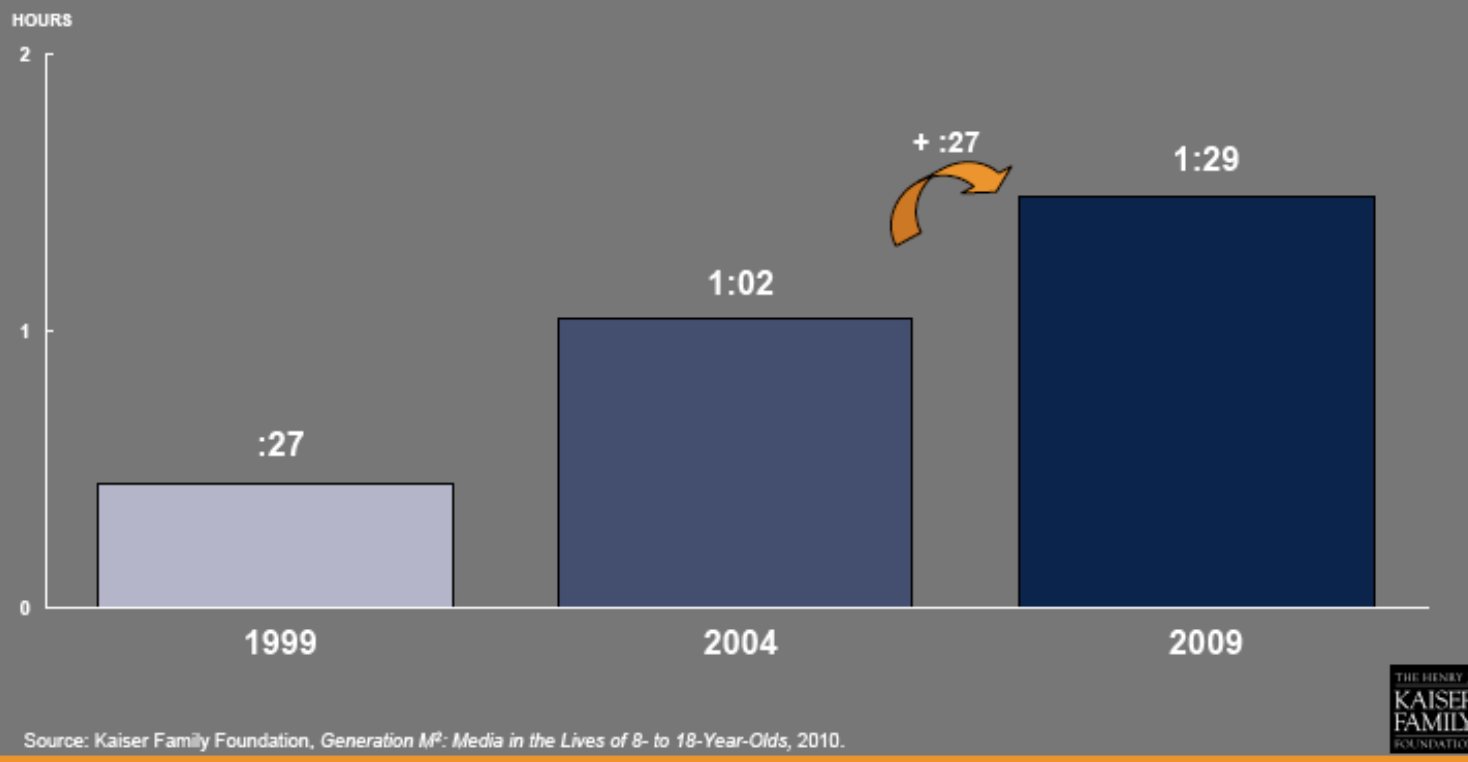
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Computer Use, Over Time

Among all 8- to 18-year-olds, average amount of time spent using a computer in a typical day, over time:



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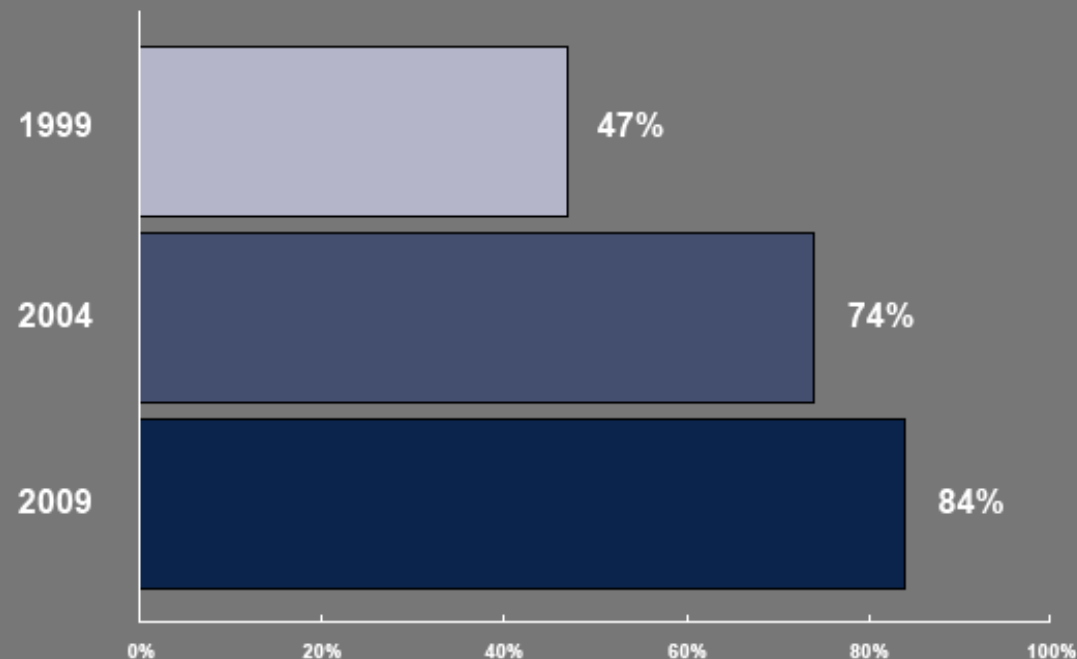


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Home Internet Access, Over Time

Among all 8- to 18-year-olds, percent with Internet access at home, over time:



Source: Kaiser Family Foundation, *Generation M²: Media in the Lives of 8- to 18-Year-Olds*, 2010.

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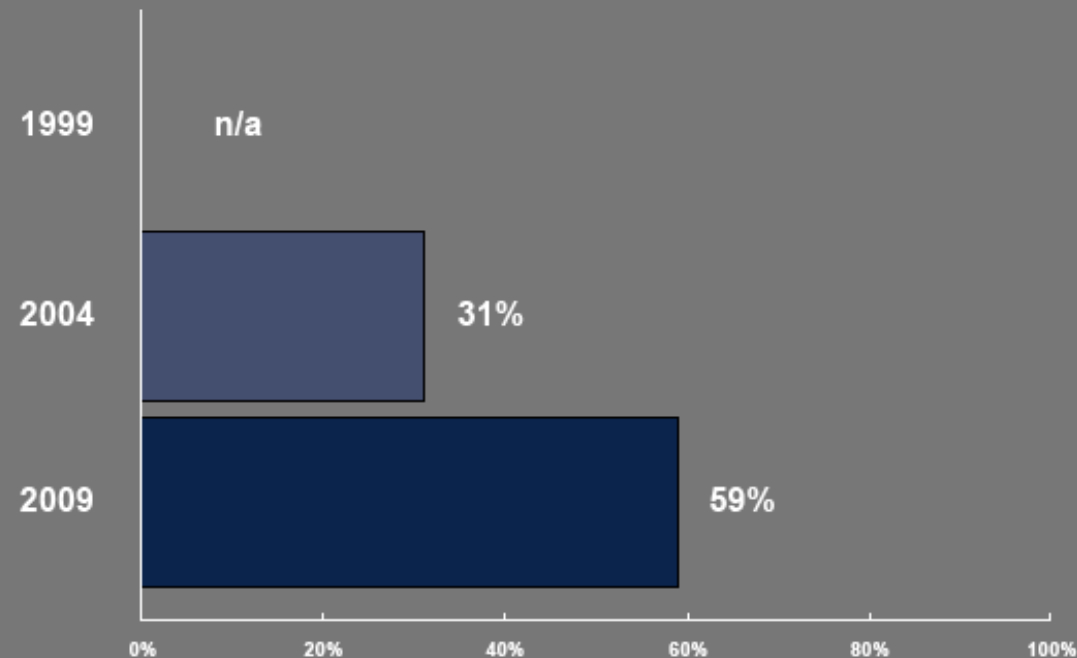
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High speed access, Over Time

Among all 8- to 18-year-olds, percent with high-speed Internet access at home, over time:



Source: Kaiser Family Foundation, *Generation M²: Media in the Lives of 8- to 18-Year-Olds*, 2010.

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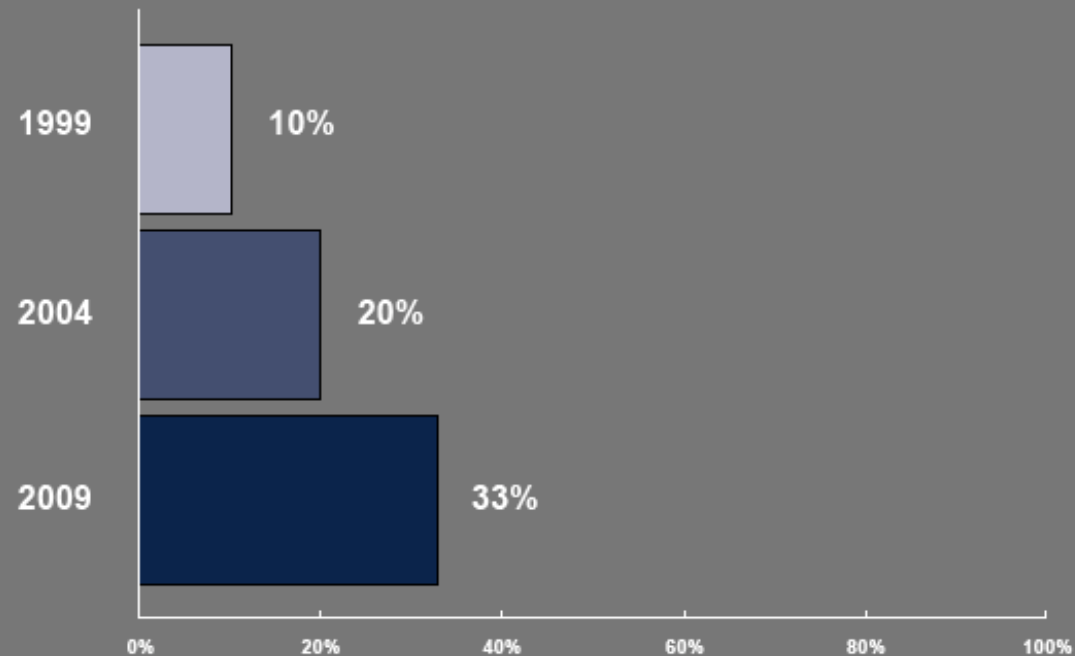
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Internet in bedroom access, over Time

Among all 8- to 18-year-olds, percent with Internet access in their bedroom, over time:



Source: Kaiser Family Foundation, *Generation MP: Media in the Lives of 8- to 18-Year-Olds*, 2010.

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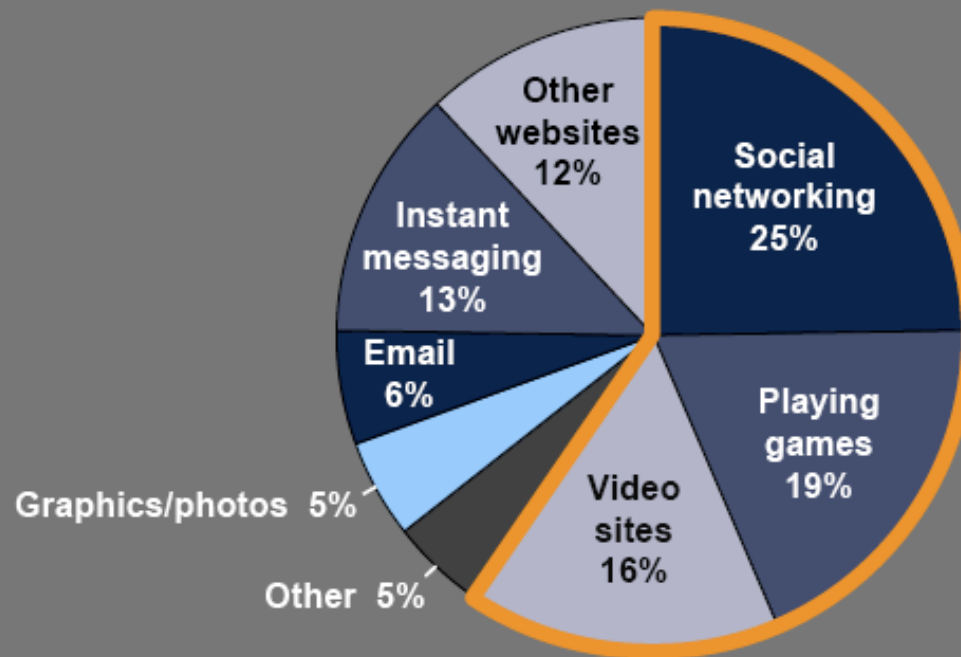
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Computer Time, By Activity

Proportion of recreational computer time 8- to 18-year-olds spend in various activities:



Source: Kaiser Family Foundation, *Generation M²: Media in the Lives of 8- to 18-Year-Olds*, 2010.

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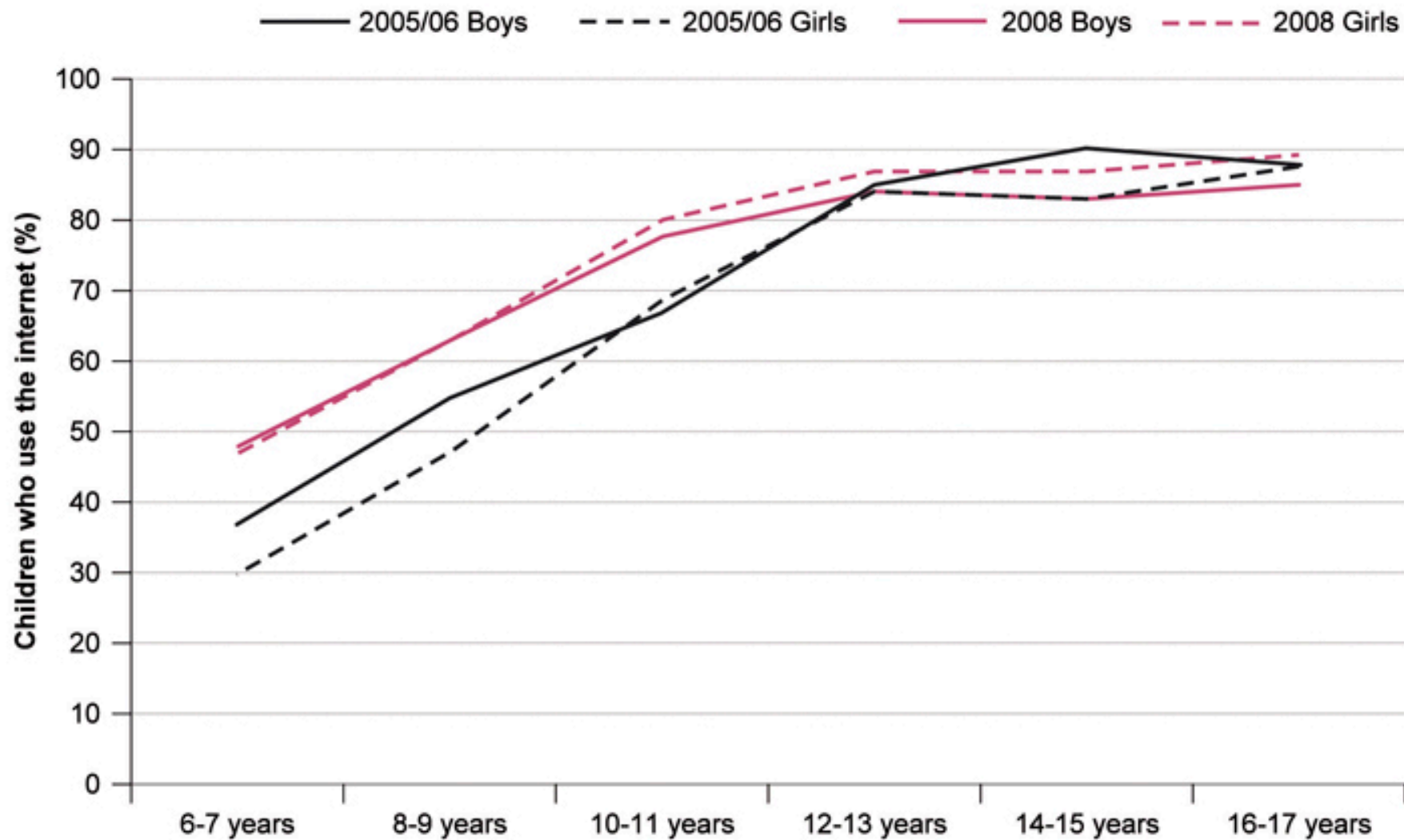
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Gender differences fading?



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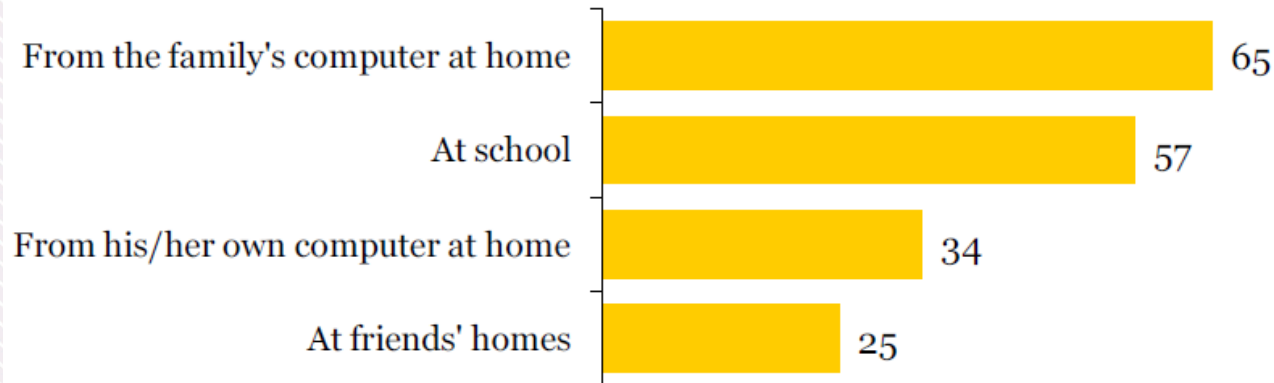
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Key trends

■ Personalised access and mobile platforms make for privatised use



Device ownership/use and online access, as reported by children and young people

	Owns or has use of	Uses to go online
	%	%
<i>Base: All children and young people age 7-16 (797)</i>		
Mobile phone	74	9
Games console	92	14
Portable Media Player	13	2



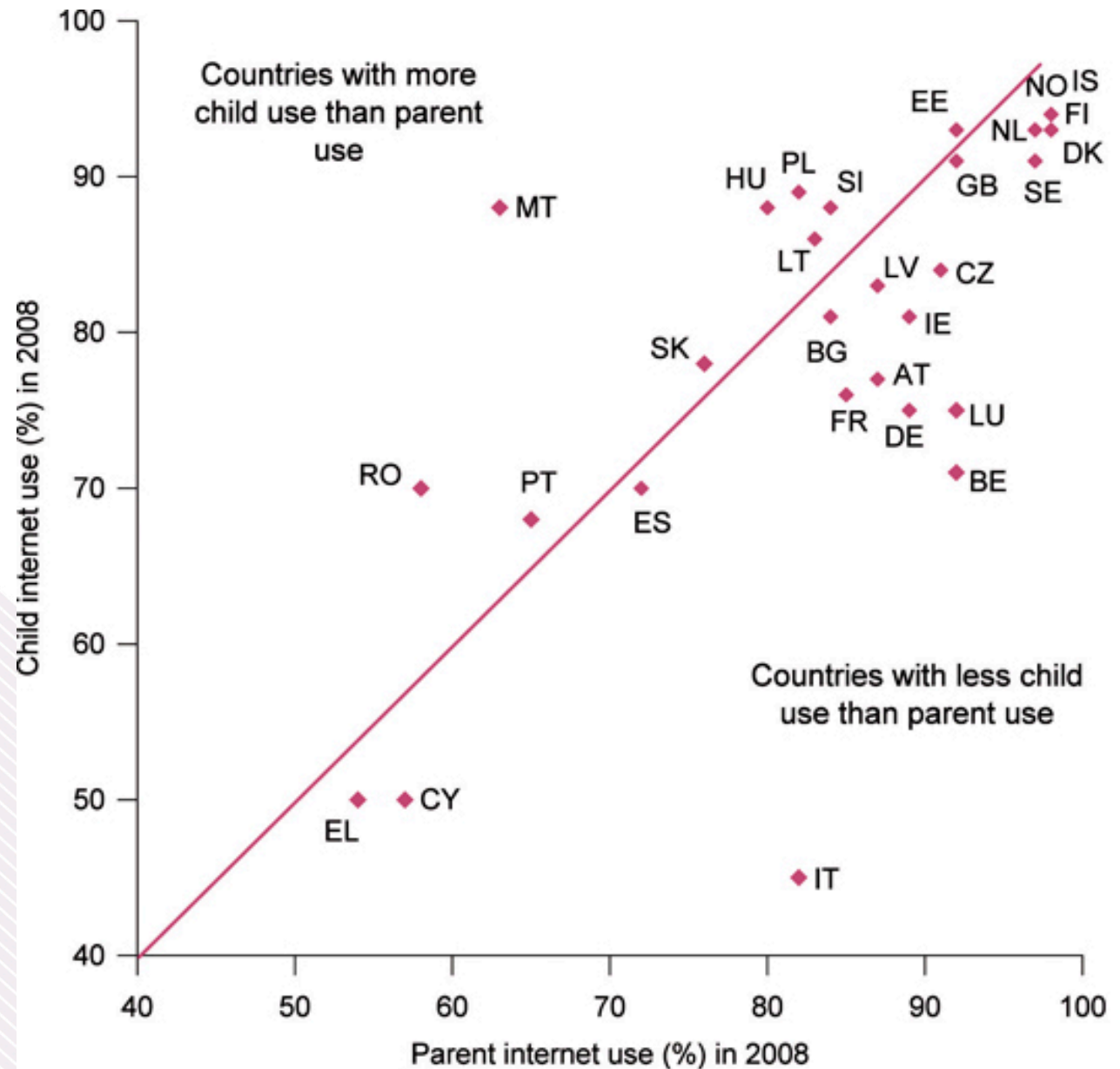
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Children no longer the digital natives?



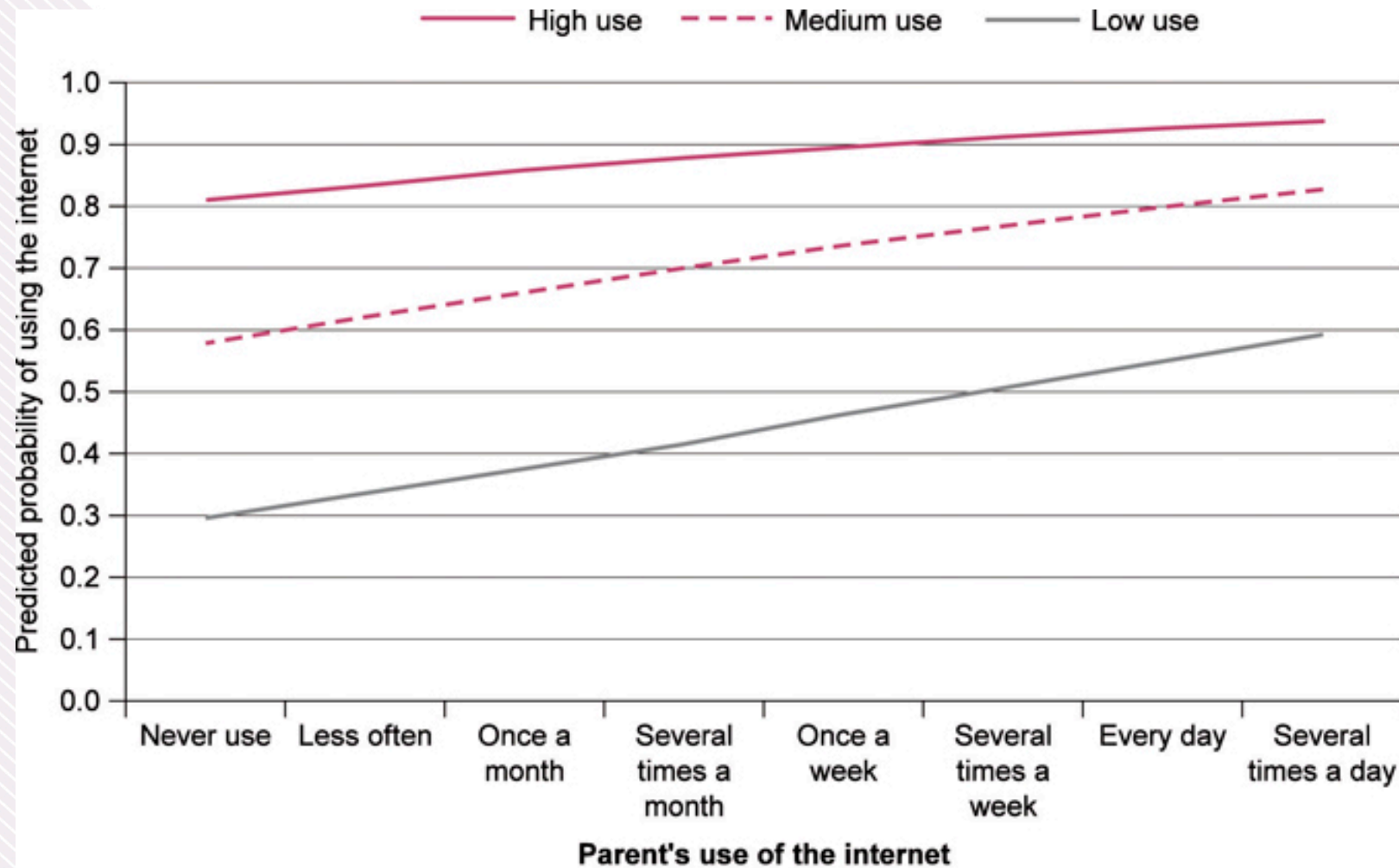
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More parent use, more child use



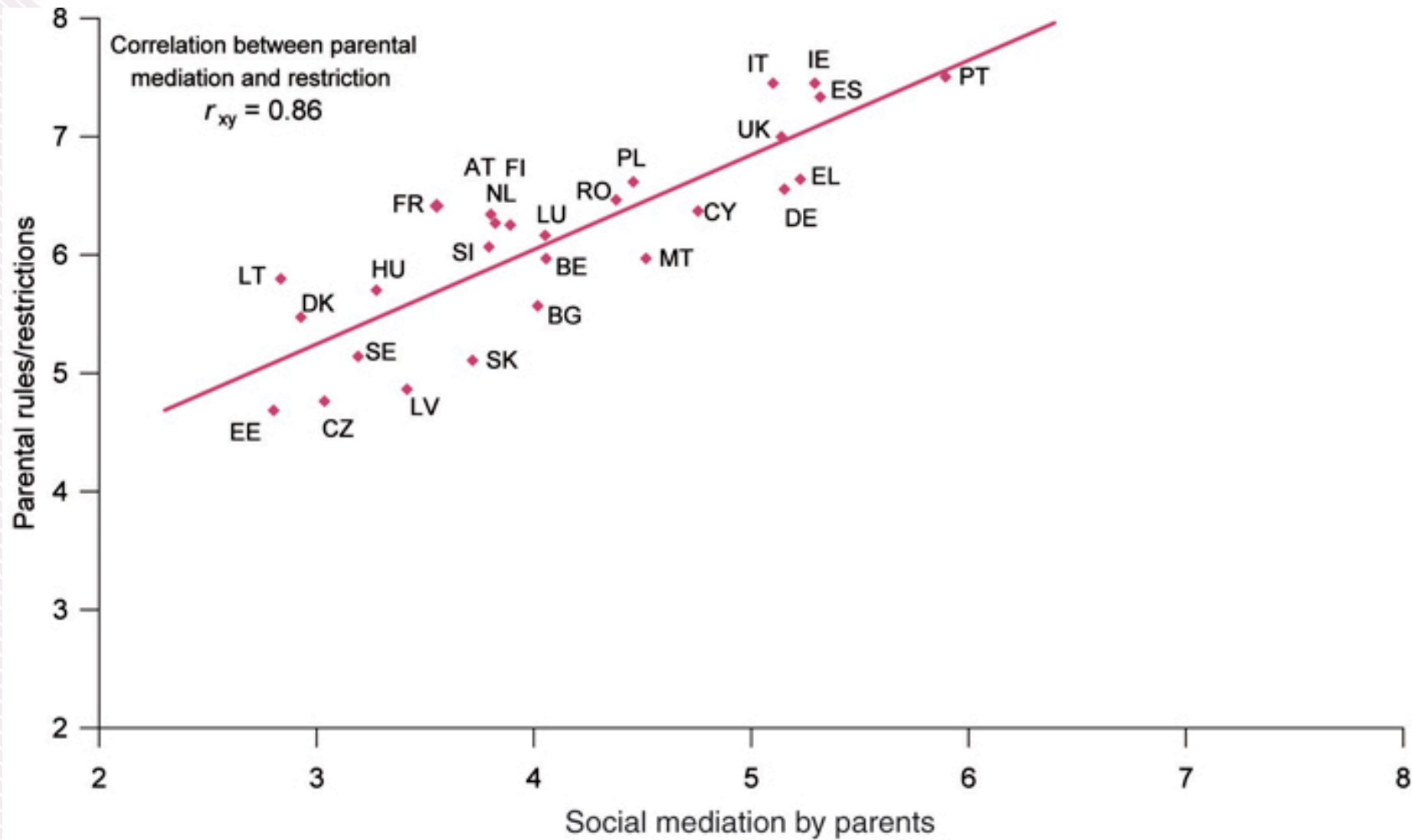
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Parental mediation varies



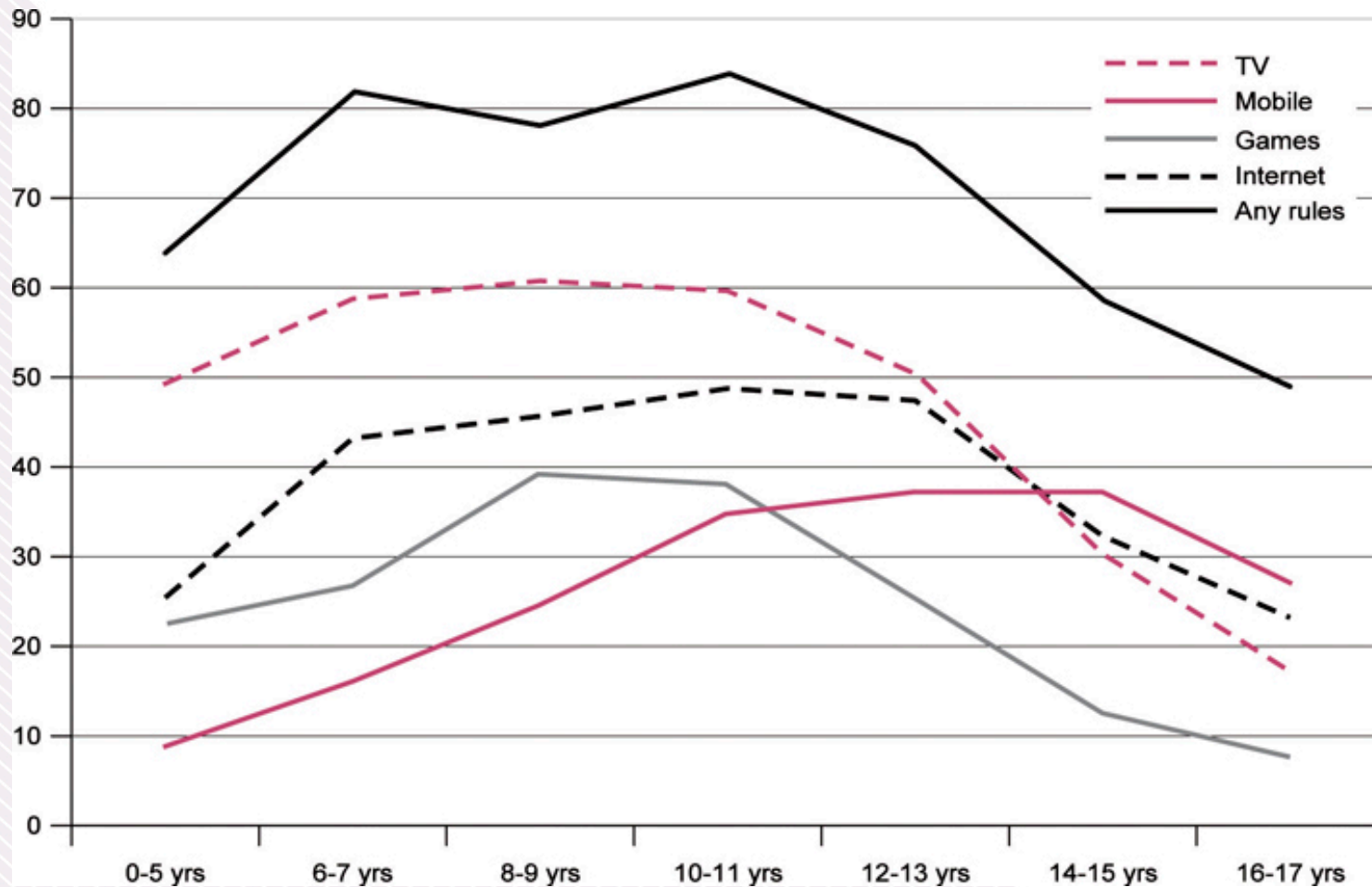
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The parental regulation gap



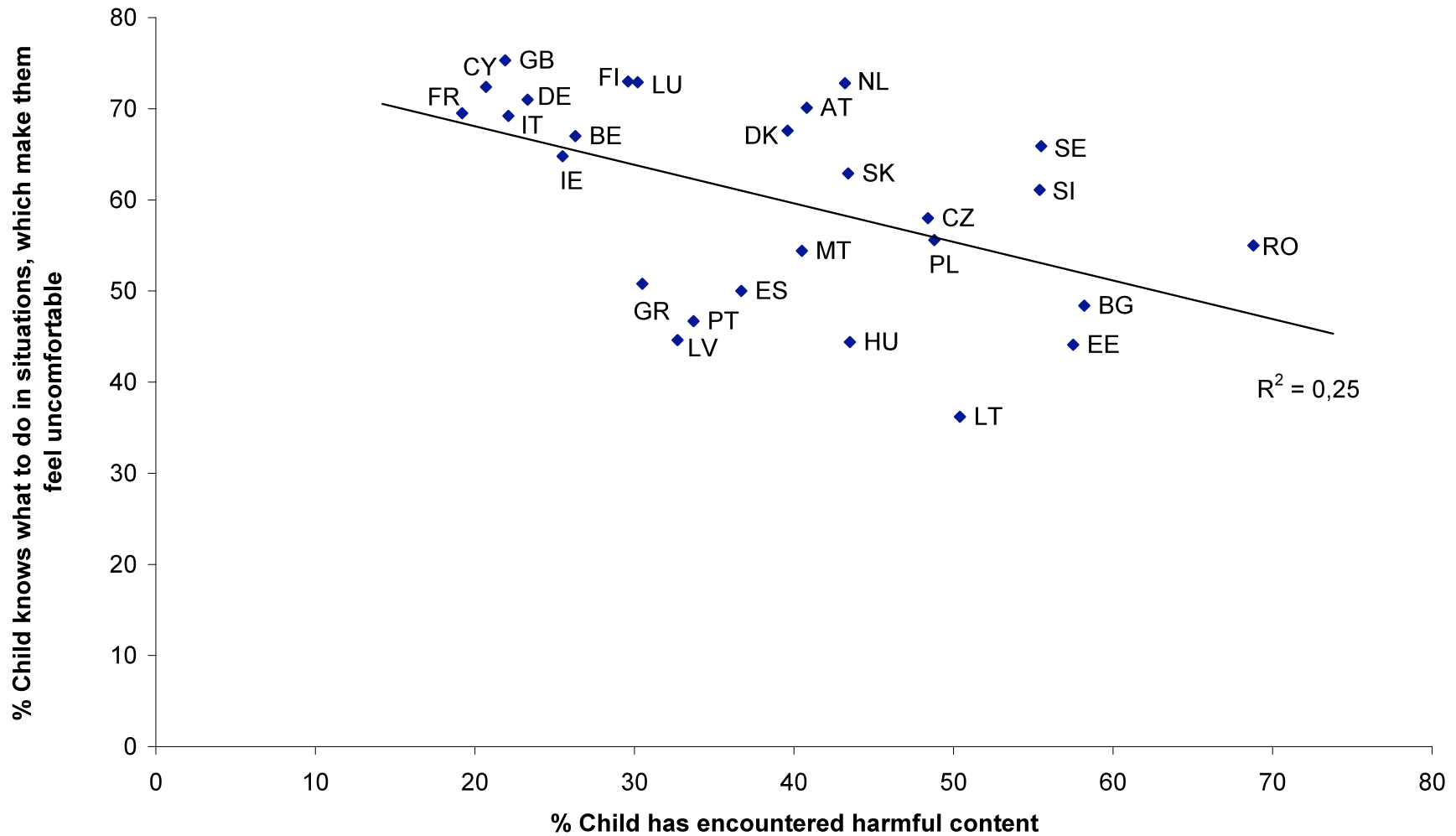
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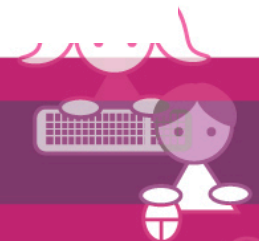
More risk, less coping, say parents



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Key trends

- Moderate to high rates of reported risk among teenagers

		Content: Child as recipient	Contact: child as participant	Conduct: child as actor
OPPORTUNITIES	Education learning and digital literacy	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
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	Values	Racist, biased info/ advice (e.g. drugs)	Self-harm, unwelcome persuasion	Providing advice e.g. suicide/ pro-anorexia



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Key trends

- Experimental, sometimes risk-taking youth, at home with the internet
 - Pleasures of networking, ‘constant contact’
 - Importance of self-expression, identity
 - Culture of peer experimentation, pushing boundaries
 - Desire for privacy from adult supervision
 - Fascination with ‘adult’ themes – sex, violence, paedophiles



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Demographic similarities

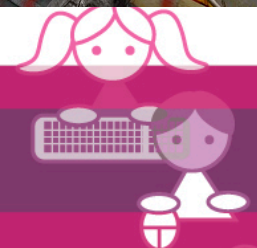
- Teens encounter more risks, because do more online
- Younger children now getting online more
- Ladder of opportunities
- Gender differences reducing as internet more common
- Lower SES children encounter more risks
- Boys: more porn, violent content, meetings, disclosure
- Girls: chat, unwanted sexual comments, personal invitations
- Parental mediation – prefer social to technical approaches
- Less mediation for boys, teens, lower SES
- It seems likely that internet-related skills increase with age
- Growing evidence of array of coping strategies
- Positive association between risks, opportunities, skills



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Cross-national differences?

More use, more risk...

New use, new risk...

Online risk	Children's internet use		
	Low (< 65%)	Medium (65%-85%)	High (> 85%)
Low	Cyprus Italy	France Germany	
Medium	Greece	Austria Belgium Ireland Portugal Spain	Denmark Sweden
High		Bulgaria Czech Republic	Estonia Iceland Netherlands Norway Poland Slovenia UK



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The evidence base *and key gaps*

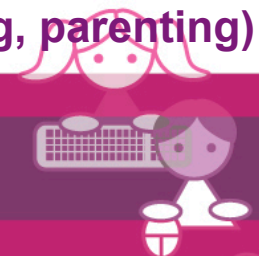
- Mostly national studies, funded by Governments (though EC funds aid *comparisons*)
- Over half of all research is online; *little reaches formal publication, quickly dated*
- Research on access and use in all countries; *less on opportunities, skills*
- Most research on teenagers, *not younger*; some on parents, teachers, etc.
- Most is quantitative; *less qualitative/ mixed methods* (except for young children)
- Nearly all is on fixed internet, not on *mobile, gaming or other platforms*
- Most research is on content risks, *little on contact, commercial, suicide, anorexia*
- For risk, need *clear definitions*, measures of severity, comparisons with offline
- Little research matches risky experiences to clinical/criminal *evidence of harm*
- Little known of *parental regulation* or of children's *psychological coping* with risk
- Little on identifying *vulnerable children* (already disadvantaged or newly at risk?)
- Most conceive of child as victim rather than *perpetrator* (or both)
- Little research on *use and effectiveness of safety strategies* (e.g. filtering, parenting)



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Building on EU Kids Online I

- **To design a robust survey instrument appropriate for identifying . . .**
 - (a) children's online access, use, range and nature of risk experiences, coping responses and safety awareness
 - (b) parental experiences and safety practices regarding their child's internet use
- **To administer the survey in a reliable and ethically-sensitive manner to national samples of internet users aged 9-16 and their parents in Europe**
- **To analyse the results systematically to identify core findings and more complex patterns among findings on a national and comparative basis**
- **To identify and disseminate . . .**
 - (a) findings in a timely manner to relevant national/international stakeholders
 - (b) recommendations for safety awareness initiatives in Europe
 - (c) remaining knowledge gaps and methodological guidance for future research



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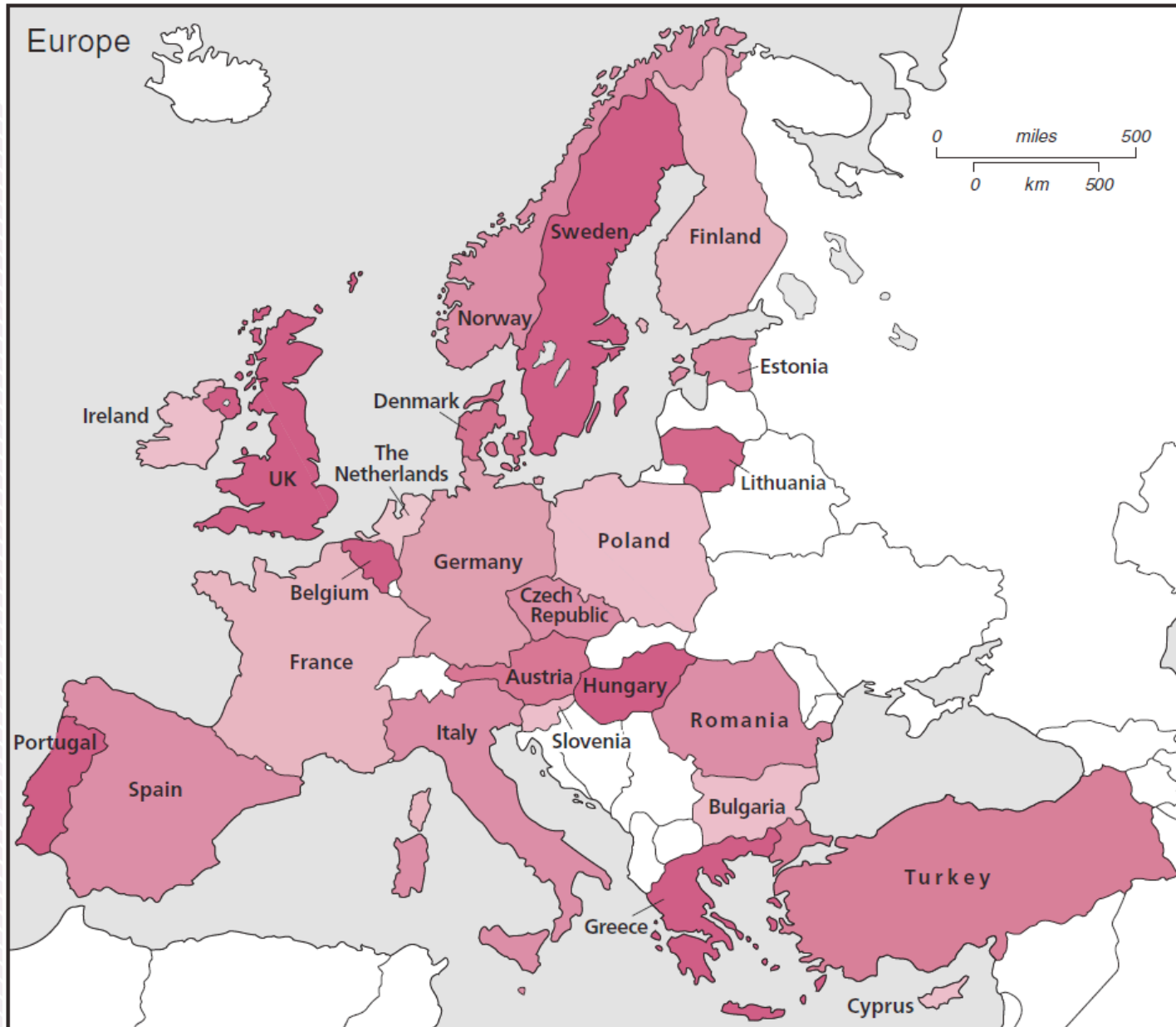


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'Europe'

- 25 countries included
- Range of large/ small, north/south, old/new etc.
- Some financial limitations
- Plus affiliates outside Europe



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Survey strengths

- Administration in home, face to face
- Self-completion for ethically sensitive questions
- Data from children, paired with a parent
- Randomised survey sample
- 1000 children per country
- Aged from 9 – 16 years old
- Directly comparable data across countries
- Ability to analyse indicators of vulnerability among children
- Questions that compare online and offline risk
- Follow up questions for how children respond to or cope with online risk



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Children's face to face questionnaire

Internet use

- Use of technologies for going online
- Location of internet use
- Time use

Internet opportunities

- Activities undertaken on the internet
- Online communication
- Who in contact with online
- Use of social networking sites

Online skills

- Competencies
- Self-confidence online

Mediation – parents, peers, teachers, other

- Parental mediation - strategies used
- Peer mediation - strategies used
- Teacher mediation - strategies used
- Safety advice received



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Children's self-completion questionnaire

Risky activities

- Experimental/exploratory activities

Vulnerability

- Measures of vulnerability, self-efficacy, sensation-seeking, offline risks, social support, addiction

Experience of online risks and coping

- Things that bothered you online
- Being bullied – if, how, how often, what happened, response, coping, social support, actions taken, comparison with offline bullying
- Bullying others – if, how often, how

Experience of online risks and coping (contd.)

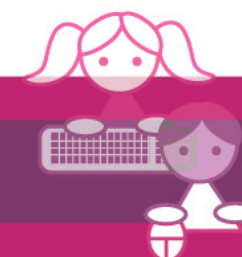
- Pornography – if, how often, what they saw, on what platform, response, coping, social support, action taken, comparison with offline pornography
- Other risks – if seen self-harm or hate messages, drug sites, abuse of personal information, computer virus, cheated of money, password stolen
- Offline meetings – if, how often, who met, how met, who told, whether hurt, how responded, coped, actions taken
- Sexting – if, how often, how, what received/sent/posted/seen, which platform, how felt, coping, social support, actions taken



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Parents' questionnaire

Demographics

- Child's age
- Other children/adults at home
- Education of parents, SES of household, languages spoken at home, whether discriminated group

About the child

- Whether child has physical/mental/learning difficulties
- Parental worries about the child

Parent's internet use

- Yes/no, location/frequency/confidence of use, where child goes online

Parental mediation

- Parental mediation strategies used
- Safety advice received/desired

Parent perception of risks online

- Has your child been bothered by something on the internet, how often, tell us what, is it likely this will happen in future, do you feel able to minimise or help, is your child able to deal with things online that bother them
- Has your child – met an online contact offline, seen sexual images, been bullied, bullied another child, been sent sexual messages, sent sexual messages, seen aggressive or violent images, visited self harm or hate sites or drug sites, had personal information abused, computer got a virus, been cheated of money, had password stolen



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Country

*Economic
(GDP, Gini)*

*Regulation
(positive content,
ICT regulation,
child welfare)*

Values/religion

*Education
(provision, policy)*

*Others
(To be added)*

Social

Family

SES

Siblings

Parental education

Media at home

Parental worries

Parental internet use

Relations with parents

Parental internet mediation

Parent support for coping

School

Relations with teachers

School internet mediation

Teacher support for coping

Peers

Relations with friends

Peer internet mediation

Peer support for coping

Other

Safety information

Support for coping

Individual

Demographic

Age

Gender

Resources

Academic

Health

Self-esteem

Self-efficacy

Vulnerabilities

Emotional problems

Conduct problems

Peer problems

Offline risk experiences

Sensation-seeking

vs. non-
usage

Skills

Usage

Frequency
Platform
Location
Context

Activities

Range:
Content
Contact
Conduct

vs.
benefits

vs. offline
risks

Risks

Bullying
Pornography
Sexting
Meetings
Other
NB victim/
perpetrator

Coping

Harm

Subjective
Objective

Timetable

- June 2009 Kick-off meeting
- July 2009 Tender for fieldwork subcontractor
- Oct 2009 Workshop 1: Survey questionnaire/sample design
- Nov 2009 - Mar 2010 Survey development, translation, piloting, finalising
- Mar - June 2010 Fieldwork
- July - Aug 2010 Consult stakeholders about analysis and dissemination
- July 2010 Data cleaning, top line analysis
- Aug-Oct 2010 Workshop 2: Core findings and emerging messages
- Autumn 2010 REPORT: Core findings and recommendations (at SIF)
- Jan 2011 Statistical analysis – patterns, hypotheses, comparisons
- March 2011 Consult stakeholders about analysis and recommendations
- May 2011 Workshop 3: Analysis, recommendations, dissemination
- June 2011 REPORT: Patterns of risk and safety online
- June 2011 REPORT: Cross-national comparisons + recommendations
- June 2011 Conference and FINAL REPORT

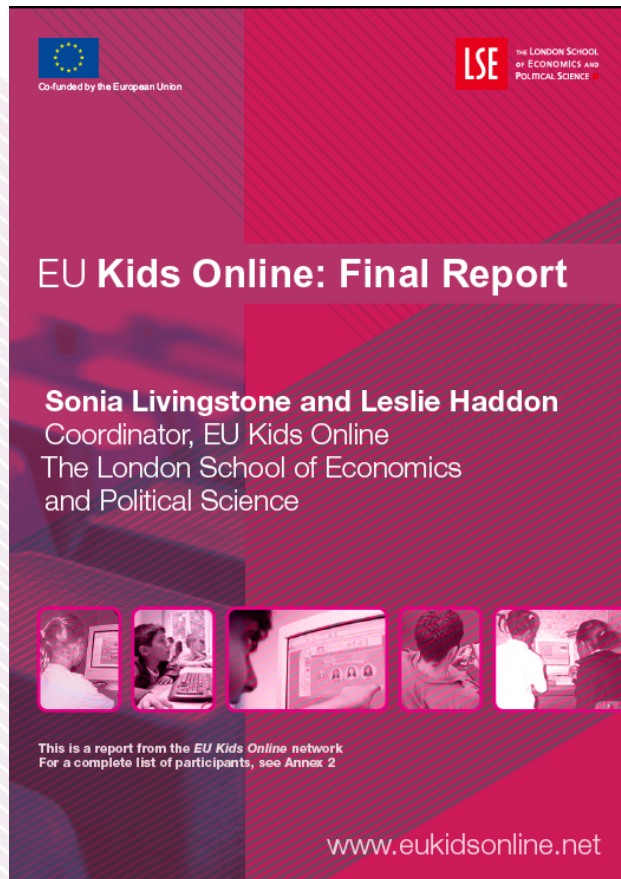


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